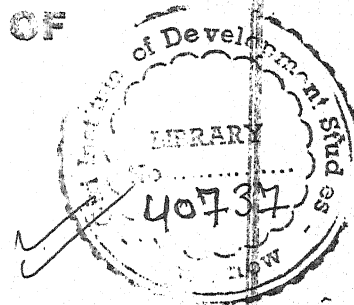
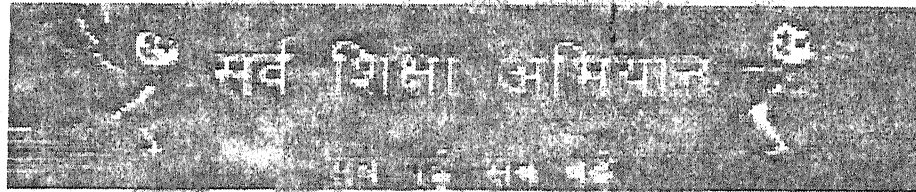


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**MONITORING AND EVALUATION OF  
SARVA SHIKSHA ABHIYAN,  
DISTRICT - HARDOI  
UTTAR PRADESH**



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TYA  
U.P. Education  
Education



Submitted to the  
Ministry of Human Resource Development, New Delhi

By  
Dr. R.C. Tyagi

**Giri Institute of Development Studies**

Sec-O, Aliganj, Lucknow-226 024

# District Level Half Yearly Monitoring Report: District Hardoi

## Uttar Pradesh

3.1	Name of the District Monitored:	Hardoi
3.2	Total number of elementary schools/ EGS / AIE Centers in the Districts	Primary-2486, Uppr-Primary-923, EGS-61, AIE-37, RBC-20, NRBC-50, MM-21, NPEGEL-197, KGBV-07 Total-3802
3.3	Number of elementary schools (primary and upper primary) /EGS/AIE Centers covered / monitored	Primary-125, Upper-Primary-47, EGS-3, AIE-2, RBC-1, NRBC-3, MM-1, NPEGEL-10, KGBV-1 Total-193
3.4	Date of visit to the Districts/EGS/schools	12-10-2009 to 10-11-2009
3.5	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

### (a) Opening of Schools (both primary and upper primary):

	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.														
(i)	<div>Details about Opening of Schools</div> <table><thead><tr><th>Details</th><th>PS</th><th>UPS</th><th>Total</th></tr></thead><tbody><tr><td>No. of Schools Sanctioned in current financial year-2008-09</td><td>30</td><td>199</td><td>229</td></tr><tr><td>No. of Schools Opened in current financial year-2008-09</td><td>30</td><td>199</td><td>229</td></tr></tbody></table> <div>Source: SSA Programme, BSA, District- Hardoi, U.P.</div>				Details	PS	UPS	Total	No. of Schools Sanctioned in current financial year-2008-09	30	199	229	No. of Schools Opened in current financial year-2008-09	30	199	229
Details	PS	UPS	Total													
No. of Schools Sanctioned in current financial year-2008-09	30	199	229													
No. of Schools Opened in current financial year-2008-09	30	199	229													
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.														
	Yes, the land for construction of the school has been identified in the district.															
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher														
	Yes															
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.														



Yes, most of the schools construction has found at final and finishing level.				
Construction of School Buildings				
	Particulars	Primary Schools	Upper Primary Schools	Total
	<u>Progress of Construction WORK</u>			
	Foundation Level	-	-	-
	Up from Doors Level	-	-	-
	Completing Roof	-	-	-
	Final Finishing	2 (100.00)	2 (100.00)	4 (100.00)
	Total no. of Schools	2 (100.00)	2(100.00)	4(100.00)
Source: Field Survey, SSA Programme, District Hardoi, U.P.				
(v)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?			Information to be obtained from SPO.
	Sanctioned Teachers for new Primary and Upper primary schools			
	Particulars	Primary Schools	Upper Primary Schools	Total
	Head masters	30	199	229
	Assistant Teachers	60	398	458
	Shiksha Mitras	60	-	60
(vi)	Have Teachers been put in position in new schools in District visited?		Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.	
	Teachers have been put in position in new schools in District Hardoi.			
	Appointed Teachers for new Primary and Upper primary schools			
	Particulars	Primary Schools	Upper Primary Schools	Total
	Head masters	30	199	229
Assistant Teachers	-	398	398	
	Shiksha Mitras	30	-	30
(vii)	In the schools visited by MI whether one-time grants of Rs. 20,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?		To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.	
	On 15 <sup>th</sup> , January, 2009 grant was released and items were purchase. A total of Rs.36.05 Lakh was given as TLM grant to all eligible primary school teachers. Along with this, Rs.9.96 Lakh was also given to upper primary school teachers. The date of release of TLM grant was 15.1.2009, for primary and for upper primary school teachers. 7211 primary school teachers and 1992 upper primary schools received TLM grant during the financial year 2008-09.			

	<u>Details about TLM Grant</u>		
	Details	Primary Schools	Upper Primary Schools
	No. of teachers eligible to receive TLM grants in financial year 2008-09	8522	1852
	Total grant sent by BSA to VECs accounts (in Lakh)	36.05	9.96
	Date of release of TLM Grant	15.1.2009.	15.1.2009.
	No. of teachers covered	7211	1852
	Source: SSA Programme, BSA, District- Hardoi, U.P		
(viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions is enclosed along with MI report.	
	Yes		

**(b) Civil Works:**

	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPC for districts being visited by MI.			
(i)	Status of Civil Work Sanctioned for the Financial Year 2008-09				
	Construction	Sanction (No)	Progress in Nos.		
			Completed	Work in progress	Work not started
	New Primary Schools	30	30	-	-
	New Upper Primary Schools	199	199	-	-
	Additional class Rooms for Primary Schools	410	410	-	-
	Additional class Rooms for UPS	100	100	-	-
	Toilets of Primary School	5	5	-	-
	Toilets of Upper Primary School	-	-	-	-
	Drink water for Primary School	5	5	-	-
Drink water for Upper Primary School	-	-	-	-	
Rain water harvesting	-	-	-	-	
Source: SSA Programme, BSA, District-Hardoi, U.P.					
(ii)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.	To be checked on the spot with assistance of VEC/SMC and School Teachers.			

Particulars		Primary Schools	Upper Primary Schools	Total
No. of School Buildings under Construction		-	-	-
No. of Schools under extra room construction		7	1	8
No. of Schools with Proposed Hand Pumps		-	-	-
Proposed no. of Toilets in Schools		1	2	3

Source: Field Survey, SSA Programme, District Hardoi, U.P.  
No variation has been found between target and actual status of different items of civil works.

(iii)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Yes	
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Yes	
(v)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Yes	
(vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
	Yes	
(vii)	Who is designated for Technical Supervisor for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	Junior Engineer (Block level)	
(viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The inspections of construction sites were reported in 8 sample schools. It has been reported that the frequency of inspection was to be 1 to 3 times as reflected from the following table. The investigators have found that most of the construction work was satisfactory. So most of work completed has been reported as satisfactory.	

Inspection of Construction Work (extra rooms)			
Particulars	Primary Schools	Upper Primary Schools	Total
Inspection of construction work on spot by technical employee	7 (100.00)	1 (100.00)	8 (100.00)
<u>No of times inspections was done before survey</u>			
a. One time	3(42.86)	- (00.00)	3 (37.50)
b. Two time	4 (57.15)	1 (100.00)	5 (62.50)
c. Three and more time	1(14.29)	- (00.00)	1 (12.50)
<u>Level of Inspection</u>			
a. At the Foundation level	7 (100.00)	1 (100.00)	8 (100.00)
b. Up to doors level	2 (28.58)	1 (100.00)	3 (33.34)
c. Linter level	3 (42.86)	1 (100.00)	4 (44.45)
d. Other	1 (14.29)	-	1 (22.23)

Source: Field Survey, SSA Programme, District Hardoi, U.P.

The inspection of construction of new schools was also found adequate as evident from the following table.

Inspection of Construction of new schools

Particulars	Primary Schools	Upper Primary Schools	Total
<u>Progress of Construction WORK</u>			
Foundation Level	-	-	-
Up from Doors Level	-	-	-
Completing Roof	-	-	-
Final Finishing	2 (100.00)	2 (100.00)	4 (100.00)
Total no. of new Sample Schools	2(100.00)	2(100.00)	4 (100.0)

Source: Field Survey, SSA Programme, District Hardoi, U.P.

(ix)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilized from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	It has been found that 96.80percentprimary schools in the sample schools and 95.75 per cent upper primary schools were having drinking water facility. Out of existing drinking water facilities32.24 per cent PS have been arranged through Swajaldhara, 43 per cent from SSA and 24.80per cent other sources. In case of upper primary schools 35.56 percent schools have drinking water facility from Swajaldhara, 46.67per cent from SSA and 17.78 percent from other sources.	

### Convergence of Drinking Water Facility

Particulars	Primary Schools			Upper Primary School			Total	
	Yes	No		Yes	No		Yes	No
Facility Availability	121 (96.80)	4 (3.20)		45 (95.75)	2 (4.26)		166 (96.52)	6 (3.49)
Scheme	Swajaldhara	SSA	Others (Various Nidhi)	Swajaldhara	SSA	Others (Various Nidhi)	Swajaldhara	SSA Others (Various Nidhi)
Drinking Water	39 (32.24)	52 (42.98)	30 (24.80)	16 (35.56)	21 (46.67)	8 (17.78)	55 (33.14)	73 (43.98) 38 (22.90)

Source: Field survey, SSA programme, District Hardoi, U.P.

The toilet facilities are available to 98.40 per cent of primary school for boys and 98.40 for girls. At the upper primary level, 100 per cent boys and girls were having this facility. The available toilet facilities were provided through SSA to 67.01 per cent sample schools at primary level and 63.41 per cent at upper primary schools. 22.77 per cent and 33.34 per cent facilities were made available through Total Sanitation Scheme at primary and upper primary schools, respectively. 13.01 per cent and 15.56 per cent primary and upper primary schools provided toilet facility through other sources.

### Convergence of Toilet Facility

Particulars	Total School		Status of Toilets		Scheme under constructed		
	With Toilet	With- out Toilet	Boys	Girls	TSS	SSA	Others
Primary School	123 (98.40)	2 (1.60)	123 (98.40)	123 (98.40)	28 (22.77)	79 (64.23)	16 (13.01)
Upper Primary School	47 (100.0)	- (0.0)	47 (100.0)	47 (100.0)	15 (33.34)	25 (55.56)	7 (15.56)

Source: Field survey, SSA programme, District Hardoi, U.P.

(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<b>U.P. Jai Nigam</b>	
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	In case of toilet facility the role of TSS in comparison with SSA was found poor in district Hardoi. Only 22 per cent primary schools and 33 per cent Upper Primary schools such convergence could be established.	
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	The inspection of construction sites was reported in 8 sample schools (7 Primary and 1 Upper-Primary Schools). The investigators have found that most of the construction work was satisfactory.	



(xiii)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.
Data collected by SPO		

(c) Textbooks:

Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
It has been found that free text books were given to all enrolled children in primary and upper primary schools of the district. This observation is based on the secondary data and field visit to the sample schools.	
When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
The text books has been received and distributed in the district during the period June to August, 2009.	
Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centers visited by MI. Reasons for delay be verified at DPO and SPO by MI.
There was no delay in the distribution of free text books.	
Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
Yes	

(d) School grants:

(i)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.		
	<b>Grant approved to schools</b>			
	Details	PS	UPS	Total
	No. of schools to whom grants approved in 2008-09	2483	806	3289
Source: SSA Programme, BSA, District Hardoi, U.P.				

(ii)	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.		
Release of grants				
Details		PS	UPS	Total
No. of schools to whom funds have been released		2467	784	3251
Date of release the grant to VEC accounts		24.6.08	24.6.08	24.6.08
Source: SSA Programme, BSA, District Hardoi, U.P.				
Yes, DPO circulated guidelines to the school level for utilization of the school grant.				
(iii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.		
BSA has not made centralized purchases in the district.				
(iv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.		
Details		PS	UPS	
Date of release the grant to VEC accounts		24.6.08	24.6.08	
Source: SSA Programme, BSA, District Hardoi, U.P.				
Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.		To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.		
It is evident from the following table that out of the total grants received by the all the primary and upper primary schools in the different heads of the district, 95.82 per cent to 100.00 per cent was utilizes during the year 2008-09.				
Head wise Grants for Primary Schools (2008-09)				
(v)	Head of Aid	Received	Expenditure	
	School maintenance aid	751600	749200(99.68)	
	Average per school	6711	6689	
	School development	609300	609300(100.00)	
	Average per School	5440	5440	
	Honorarium for Para teacher (Shiksha Mitra)	2471433	2368255(95.82)	
	Average per School	25744	24669	
	Construction of Rooms	870000	870000(100.00)	
	Average per School	124286	124286	
	TLM	177000	176500(99.72)	
	Average per School	1580	1576	
	Honorarium for Achary	83700	83700(100.00)	
	Average per School	10462	10462	
	NPEGEL (Dress)	904730	903610(99.88)	
	Average per School	8078	8068	
	Electrification of school	701688	675688(96.29)	
	Average per School	26988	25988	
	Others	387880	387880(100.00)	
	Average per School	16162	16162	
Source: Field Survey, SSA Programme, District Hardoi, U.P.				

### Head wise Grants for Upper Primary Schools (2008-09)

Head of Aid	Received (Rupees)	Expenditure (Rupees)
School maintenance aid	303000	303000(100.00)
Average per school	7897	7897
School development	198000	198000(100.00)
Average per School	5824	5824
Construction of Rooms	980000	930000(94.90)
Average per School	140000	132857
Electrification of school	377832	365232(96.67)
Average per School	26988	26988
NPEGEL	251800	251800(100.00)
Average per School	22643	22643
TLM	32000	31650(98.91)
Average per School	1032	1021
Construction of Kitchen	475000	475000(100.00)
Average per School	67857	67857
Others	11900	11900(100.00)
Average per School	1487	1487

Source: Field Survey, SSA Programme, District, Hardoi, U.P.

#### (e) Teachers and Teachers Training:

Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?

Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by ML.

There is shortage of teachers in the district particularly in primary schools. It is evident that shortage of sanction teachers could not be appointed in primary schools.

#### Details about Teachers in Primary Schools

Details	Sanctioned as on 31.03.08	Sanctioned during 2008-09	Appt. against sanctioned	Difference
Headmaster	2467	30	30	-
Assistant teachers	4934	60	-	60
Shiksha Mitra	4934	60	-	60
Total	12335	150	30	120

Source: SSA Programme, BSA, District Hardoi, U.P.

#### Details about Teachers in Upper Primary Schools

Details	Sanctioned as on 31.03.08	Sanctioned during 2008-09	Appt. against sanctioned	Difference
Headmaster	740	199	199	-
Assistant teachers	2220	398	398	-
Total	2960	597	597	-

Source: SSA Programme, BSA, District- Hardoi, U.P

	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.																																																									
	229 Headmaster in PS / UPS and 398 Assistant teachers in upper primary schools were appointed on a regular basis. No appointment has been made on the post of Shiksha Mitras in the district so-far. <b>Mode of Recruitment of Teachers</b>																																																										
(ii)	<table><tr><th rowspan="3">Details</th><th colspan="4">Primary Schools</th><th colspan="4">Upper Primary Schools</th></tr><tr><th colspan="2">No. of Teachers Appointed in 2008-09</th><th rowspan="2">Appt. at DPO/ Basic Level</th><th rowspan="2">Appt. at VEC Level</th><th colspan="2">No. of Teachers Appointed in 2008-09</th><th rowspan="2">Appt. at DPO/Ba sic Level</th><th rowspan="2">Appt. At VEC Level</th></tr><tr><th>Regul ar</th><th>Contr act</th><th>Regular</th><th>Contr act</th></tr><tr><td>Headmaster</td><td>30</td><td>-</td><td>30</td><td>-</td><td>199</td><td>-</td><td>199</td><td>-</td></tr><tr><td>Assistant Teacher</td><td>-</td><td>-</td><td>-</td><td>-</td><td>398</td><td>-</td><td>398</td><td>-</td></tr><tr><td>Shiksha Mitra</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>Total</td><td>30</td><td>-</td><td>30</td><td>-</td><td>597</td><td>-</td><td>597</td><td>-</td></tr></table> <p>Source: SSA Programme, BSA, District Hardoi, U.P.</p>	Details	Primary Schools				Upper Primary Schools				No. of Teachers Appointed in 2008-09		Appt. at DPO/ Basic Level	Appt. at VEC Level	No. of Teachers Appointed in 2008-09		Appt. at DPO/Ba sic Level	Appt. At VEC Level	Regul ar	Contr act	Regular	Contr act	Headmaster	30	-	30	-	199	-	199	-	Assistant Teacher	-	-	-	-	398	-	398	-	Shiksha Mitra	-	-	-	-	-	-	-	-	Total	30	-	30	-	597	-	597	-	
Details	Primary Schools				Upper Primary Schools																																																						
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Total	30	-	30	-	597	-	597	-																																																			
	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.																																																									
(iii)	<b>Nature of appointment of Teachers</b> <table><tr><th rowspan="3">Details</th><th colspan="2">Primary</th><th colspan="2">Upper Primary</th></tr><tr><th colspan="2">No. of Teachers Appointed in 2008-09</th><th colspan="2">No. of Teachers Appointed in 2008-09</th></tr><tr><th>Regular</th><th>Contract</th><th>Regular</th><th>Contract</th></tr><tr><td>Headmaster</td><td>30</td><td>-</td><td>199</td><td>-</td></tr><tr><td>Assistant Teacher</td><td>-</td><td>-</td><td>398</td><td>-</td></tr><tr><td>Shiksha Mitra</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>Total</td><td>30</td><td>-</td><td>597</td><td>-</td></tr></table> <p>Source: SSA Programme, BSA, District Hardoi, U.P.</p>		Details	Primary		Upper Primary		No. of Teachers Appointed in 2008-09		No. of Teachers Appointed in 2008-09		Regular	Contract	Regular	Contract	Headmaster	30	-	199	-	Assistant Teacher	-	-	398	-	Shiksha Mitra	-	-	-	-	Total	30	-	597	-																								
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(iv)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure has been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.																																																									
	No appointment has been made by VEC/Panchayat for Para Teachers in district.																																																										
(v)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.																																																									

There is a shortage of assistant teachers both primary and upper primary schools. On the whole 93.38 per cent of all the teachers were found present in the primary schools and 95.89 per cent in upper primary schools on the day of our visit in sample schools. The main reason for absenteeism of the teachers' had been in training and they were attached with other schools. Busy in other school related extra work. One habitual absentee teacher was found in Primary school and one habitual absentee teacher was also found in Upper-primary school in the district.

**Teachers and their Attendance in Primary Schools**

Particulars	Head Master	Assistant Teacher	Shiksha Mitra	Total
No. Of sanctioned teachers	125 (100.00)	242 (100.00)	250 (100.00)	617 (100.00)
No. Of Teachers Working In The Schools	113 (90.40)	72 (29.76)	238 (95.20)	423 (68.56)
No. Of Teachers Found Present On The Day Of Visit	113 (100.00)	58 (80.56)	224 (94.12)	395 (93.38)
Habitual Absentee	-	1 (1.39)	6 (2.53)	7 (1.66)

Source: Field survey, SSA programme, District Hardoi, U.P.

**Teachers and their Attendance in Upper Primary Schools**

Particulars	Head Master	Assistant Teacher	Total
No. of sanctioned teachers	47 (100.00)	115 (100.00)	162 (100.00)
No. of teachers working in the schools	41 (87.24)	32 (27.83)	73 (45.07)
No. of teachers found present on the day of visit	41 (100.00)	29 (90.63)	70 (95.89)
Habitual Absentees	-	1 (3.13)	1 (3.37)

Source: Field survey, SSA programme, District Hardoi, U.P.

How was the rapport between children and the teachers in the schools visited? To be ascertained from the VEC and observed during the visit by MI.

On the basis of observation in the field, it was found that student's behavior with teachers was satisfactory in 73.60 per cent of all primary and 65.96 per cent of upper primary schools in the district as shown in the following table.

**Behavior of Students**

(vi)	Behavior Of Students With Teacher	Primary Schools	Upper Primary Schools	Total
	Good	24(19.20)	13 (27.66)	37(21.52)
	Satisfactory	92 (73.60)	31(65.96)	123(71.52)
	Bad	9 (7.20)	3(6.39)	12 (6.98)
	Total	125(100.0)	47(100.0)	172(100.0)

Source: Field Survey, SSA Programme, District Hardoi, UP



The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?

To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.

Though maximum efforts are made to provide in-service training to all serving teachers including Para teachers but maximum number of 40 training Of B.R.C/A.B.R.C/C.R.C Coordination, 48 Mathematics in Primary schools. On the basis of primary data as shown below, 49.17 per cent of primary teachers and 85.00 percent teachers in upper primary schools reported to have got trainings. Other details have been shown in the following table.

In- service Trainings of Teachers

Name of the Course Module	Duration (Days)	Trained as on 12.2.09		Venue	Module made by
		PS	UPS		
Eng. Lang. Teaching	3	56	38	DI ET	DIET
Math's Teaching	3	48	29		
Training for EGS Instructor	30	61			
Training for VEC members	1	1101			
Training Of B.R.C/A.B.R.C/C.R.C Coordination	3	40			

Source: Field survey, SSA Programme, District Hardoi, U.P

(vii)

Teachers Training

Sl. No.	Particulars	Primary Schools	Upper Primary Schools
1	<u>No. of trained Teachers</u>	208 ( 49.17)	62 ( 84.93 )
	<u>Types of Training</u>	18	14
	a. Teaching Learning	(6.90)	(14.15)
	b. Need-base	24 (9.20)	18 (18.19)
	c. Remedial	123 (47.13)	--
	d. Social science	7 (2.69)	16(16.17)
	e. Maths/Science	36(13.80)	28(28.29)
	f. Hindi/Sanskrit	16(6.13)	9(9.10)
	g. English	24(9.20)	14(14.15)
	h. Questions setting	13(4.98)	--
	<b>Total</b>	<b>261(100.00)</b>	<b>99(100.00)</b>
2	<u>Training Venue</u>	38(18.27)	13(20.97)
	a. DIET		
	b. BRC	170(81.73)	49(79.03)
	c. Total	208(100)	62(100)
3	<u>Trainers</u>	38(18.27)	13(20.97)
	a. DIET faculty		
	b. BRC Coordinator	170(81.73)	49(79.03)
	<b>Total</b>	<b>208(100.00)</b>	<b>62(100.00)</b>
4	<b>Satisfied with training inputs</b>	<b>208(100.00)</b>	<b>62(100.00)</b>
5	<b>Not satisfied with training inputs</b>	--	--
6	<u>Duration of training</u>	158(75.96)	38(61.29)
	a. 1 to 3 days		
	b. 4 to 6 days	40(19.23)	16(25.81)
	c. 7 to 15 days	10 (4.81)	8(12.90)
	<b>Total Teachers Trained</b>	<b>208(100.00)</b>	<b>62(100.00)</b>

Source: Field survey, SSA programme, District Hardoi, U.P.

(viii)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.																									
The training of 30 days was not organized for newly appointed teachers by DIET/DPO in Hardoi district.																											
(ix)	The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.																									
The DIET Principal reported that no training of 60 days has been given to any teacher in the district.																											
(x)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained from the teachers on the spot in respect of schools visited by MI.																									
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(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>a. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)</p>	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.																									
BRC,s are generally responsible for in-service trainings according to the calendar drawn by the DIET. They visit schools and organized meetings at the BRC and NPRC level.																											
<p style="text-align: center;"><b>Details of Academic Input Provided by Coordinators</b></p>																											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Particulars</th> <th style="width: 15%;">Primary Schools</th> <th style="width: 15%;">Upper Primary Schools</th> <th style="width: 20%;">Total</th> </tr> </thead> <tbody> <tr> <td>Visits of BRC Coordinator for Academic Input</td> <td style="text-align: center;">139</td> <td style="text-align: center;">53</td> <td style="text-align: center;">192</td> </tr> <tr> <td>No. of Times (Average) per Month</td> <td style="text-align: center;">1.11</td> <td style="text-align: center;">1.13</td> <td style="text-align: center;">1.12</td> </tr> <tr> <td>Visits of NPRC Coordinator for Academic Input</td> <td style="text-align: center;">467</td> <td style="text-align: center;">146</td> <td style="text-align: center;">613</td> </tr> <tr> <td>No. of Times (Average) per Month</td> <td style="text-align: center;">3.74</td> <td style="text-align: center;">3.11</td> <td style="text-align: center;">3.56</td> </tr> <tr> <td>Total Schools</td> <td style="text-align: center;">125(100.0)</td> <td style="text-align: center;">47(100.00)</td> <td style="text-align: center;">172(100.0)</td> </tr> </tbody> </table>				Particulars	Primary Schools	Upper Primary Schools	Total	Visits of BRC Coordinator for Academic Input	139	53	192	No. of Times (Average) per Month	1.11	1.13	1.12	Visits of NPRC Coordinator for Academic Input	467	146	613	No. of Times (Average) per Month	3.74	3.11	3.56	Total Schools	125(100.0)	47(100.00)	172(100.0)
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<p style="text-align: center;">Source: Field survey, SSA Programme, District Hardoi, U.P.</p>																											

	b. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.
	On the basis of sample, it has emerge that on an average BRC made more than one visit and NPRC more than 3 times visited to each school in a month.	
	c. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children are learning?	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.
	Generally the BRC's check school records and share the administrative matter with the teachers. Some time provided academic support to the schools.	
	d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.
	The DIET has strong relationship with BRC's for training, capacity building, academic supervision and guidance.	
	e. Are the BRC/CRCs extending their academic support to EGS/AIE centers/courses in their area? If so how and in what manner? If not, why?	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.
	The BRC/CRC extends their academic support to EGS/AIE centers/courses by guiding them how to run the centers.	
(xii)	Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?	To be ascertained from SPO.
	Data to be collected from SPO.	

**(f) Teaching Learning Material (TLM) grants:**

(i)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.	
	Details about TLM Grant		
	Details	Primary Schools	Upper Primary Schools
	No. of teachers eligible to receive TLM grants in financial year 2008-09	8522	1852
Source: SSA Programme, BSA, District- Hardoi, U.P.			
(ii)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.	

### Date and Grant of TLM

Details	Primary School	Upper primary School
Total grant sent by BSA to VECs accounts in Lakh	36.05	9.96
Date of release of TLM Grant	15.1.2009.	15.1.2009.
No. of teachers covered	7211	1852

Source: SSA Programme, BSA, District- Hardoi, U.P.

The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?

information to be verified on the spot in respect of schools visited by MI.

Since TLM Grants was released the bit late in the month January 2009. So the use of this grant could not be availed. The TLM material was displayed in class rooms in 41.60 per cent in primary and 23.40 per cent upper primary schools. Mainly charts are prepared and only 33.14 per cent students were found to be using TLM material.

### Details about Teaching Learning Material

Gender	Primary Schools	Upper Primary Schools	Total
No. of Teachers / Shiksha Mitra received TLM amount	378 (89.36)	64 (87.67)	442 (89.11)
Training of teachers regarding use of TLM	113 (29.90)	16 (25.00)	129 (29.18)
Display of TLM in class rooms	52 (41.60)	11 (23.40)	63 (36.63)
Use of TLM by students	48 (38.40)	9 (19.15)	57 (33.14)
No. of Total school	125	47	172

Source: Field Survey, SSA Programme, District, Hardoi, U.P.

### Use of TLM by Teachers

Particulars	Primary Schools	Upper Primary Schools	Total
Always	121 (32.01)	17 (26.56)	138 (312.22)
Often	137 (36.24)	29 (45.31)	166 (37.56)
Never	120 (31.75)	18 (28.13)	138 (31.22)
Total	378 (100.00)	64 (100.00)	442 (100.00)

(iii)

(g) EGS & AIE:

(i)	What is the number of EGS/AIE centers/NRBC/RBC/school camps, category wise sanctions and started? The number of such centers which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.																												
<b>Details about EGS/AIE Centers</b>																														
<table border="1"><thead><tr><th>Details</th><th>Sanctioned</th><th>Opened / In Position</th></tr></thead><tbody><tr><td>No. of EGS/AIE/RBC/NRBC in the financial year 2008-09.</td><td>79</td><td>61</td></tr><tr><td>No. of EGS/AIE centers in the financial year 2008-09</td><td>-</td><td>61</td></tr><tr><td>No. of EGS/AIE/NRBC/RBC continued from last year</td><td>-</td><td>-</td></tr></tbody></table>			Details	Sanctioned	Opened / In Position	No. of EGS/AIE/RBC/NRBC in the financial year 2008-09.	79	61	No. of EGS/AIE centers in the financial year 2008-09	-	61	No. of EGS/AIE/NRBC/RBC continued from last year	-	-																
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Source: SSA Programme, BSA, District- Hardoi, U.P.																														
(ii)	The target number of children and number of children actually enrolled in the centers category wise, district-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.																												
<b>Details about Children's Enrollment in the EGS/AIE Centers</b>																														
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(iii)	The number of children enrolled and actually attending the centre?	To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centers in a district on sample basis.																												
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Source: Based on field survey																														



(iv)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centers visited by MI.
	There were 119 EV's who were reported to be working in the Hardoi district and all of them were trained. All the EV's did receive 'Foundation and Refresher Training', which was imparted by DIET for 30 days duration in the year. The training provided to the EV's was found to be sufficient as per standard laid down by SPO.	
(v)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centers visited by MI. Copy of the instructions to be enclosed with the report.
	It was reported that all the trainees were provided academic support by BRC/NPRC. Guidelines are not found.	
(vi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centers/courses by MI.
	The BSA Hardoi has provided data regarding educational qualification of EV's. Out of total 119 EV's, 31 were matriculate, 56 were intermediate and 32 EV were graduate.	
(vii)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.
	Monthly honorarium of Rs.2000/- is paid in cash by the schools' Head teacher.	
(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	EV's are regular in attending the centers.	
(ix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	Yes, The coordinator has been given orientation and capacity building training.	
(x)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centers operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	Yes, Monthly.	
(xi)	Number of EGS/AIE centers (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	None.	

(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centers to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.																		
	Not Applicable.																			
(xiii)	The number of EGS centers actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.																		
	Not Applicable.																			
(xiv)	Whether the actual up gradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.																		
	Not Applicable.																			
(xv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.																		
	Not Applicable.																			
(xvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.																		
	Not Applicable.																			
(xvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.																		
	Not Applicable.																			
(xviii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.																		
	None.																			
(xix)	The number of children actually mainstreamed from EGS/AIE centers/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.																		
No of children mainstream from EGS/AIE Centers.																				
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Source: SSA Programme, BSA, District- Hardoi, U.P.																				

(xx)	What is the infrastructure available in the EGS/AIE centers, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.																				
	Black board, Durries, Books, TLM's, Chair, Bucket and Mug etc are found in EGS/AIE Centers.																					
(xxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centers?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.																				
	No supply of Mid-Day Meal is found in the EGS/AIE centers.																					
(xxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.																				
	<p style="text-align: center;"><b>Enrollment and presence of Children in EGS/AIE Centers</b></p> <table border="1"> <thead> <tr> <th>Social Group</th><th>Enrolled</th><th>Present</th></tr> </thead> <tbody> <tr> <td>SC</td><td>72</td><td>60(83.34)</td></tr> <tr> <td>ST</td><td>-</td><td>-</td></tr> <tr> <td>OBC</td><td>100</td><td>85(85.00)</td></tr> <tr> <td>Minority</td><td>10</td><td>10(100.00)</td></tr> <tr> <td>Others</td><td>5</td><td>3(60.00)</td></tr> <tr> <td><b>Total</b></td><td><b>187</b></td><td><b>168(89.84)</b></td></tr> </tbody> </table> <p>Source: Based on field survey</p>		Social Group	Enrolled	Present	SC	72	60(83.34)	ST	-	-	OBC	100	85(85.00)	Minority	10	10(100.00)	Others	5	3(60.00)	<b>Total</b>	<b>187</b>
Social Group	Enrolled	Present																				
SC	72	60(83.34)																				
ST	-	-																				
OBC	100	85(85.00)																				
Minority	10	10(100.00)																				
Others	5	3(60.00)																				
<b>Total</b>	<b>187</b>	<b>168(89.84)</b>																				
(xxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.																				
	The achievement level of children studying in EGS/AIE centre was satisfactory.																					
(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.																				
	The rapport of the EV's with the children was found to be satisfactory.																					
(xxv)	Whether EGS/AIE centers are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.																				
	Yes, Books, Pencils, Sharpener and Eraser are use by the children. Free text books in all subjects have been given to the children. There has been no delay in the supply of text books.																					

**(h) Children with Special Needs (CWSN):**

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	There were 5308 CWSN children identified in the financial year 2008-09 in the district. Out of these CWSN children, 85 per cent children enrolled for schooling.	
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	244 children were provided aids and appliances. On the basis of field survey in sampled school, no child was benefited through this scheme.	

(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	No difficulty.	
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	3 resource teachers were identified in the district. No list of NGO's was available.	
(iv) (a)	Whether the district has an IED coordinator? Whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	Yes, She has been given orientation and capacity building training at district level.	
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?	Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
	Yes, formats are available.	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	The BSA has reported that 1845 primary and 953 upper primary schools have been provided the ramps. On the basis of field visit, 99% primary and 100% upper primary schools were having ramps out of 125 primary and 47 upper primary schools.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	In few of the cases home base support has been provided.	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	70 parents in primary and 25 parents in upper primary schools have been given counseling during the current financial year.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centers visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.



Children with Special Needs (CWSN)			
Particulars	Primary Schools	Upper Primary Schools	Total
No. of Enrolled disabled children			
Boys	49(60.45)	13(81.91)	62(60.79)
Girls	32(39.51)	8(33.09)	40(39.21)
Total	81(100.00)	21(100.00)	102(100.00)
No. of children present in the date of visit			
Boys	43 (87.76)	9 (69.23)	52 (83.87)
Girls	28 (87.50)	7 (87.50)	35 (87.50)
Total	71 (87.66)	16 (76.19)	87 (85.30)
Source: Field Survey, SSA Programme, District Hardoi, U.P.			

**(i) National Programme for Education of Girls at Elementary Level (NPEGEL):**

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.		
	National Programme for Educational of Girls at Elementary Level (NPEGEL)			
	Details of Facilities	Target for 2008-09	Made functional as on 30.9.2008	Difference
	Number of model schools clusters	197	197	-
Source: Office of the Basic Shiksha Adhikari, District Hardoi, U.P.				
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.		
	National Programme for Educational of Girls at Elementary Level (NPEGEL)			
	Details of Facilities	Target for 2008-09	Made functional as on date of visit	Difference
	No. of additional class rooms to be aided.	197	197	-
	No of model clusters with drinking water	197	197	-
	No of model clusters with toilet facility	197	197	-
	No of model clusters with electrification	69	69	-
Source: Office of the Basic Shiksha Adhikari, District Hardoi, U.P.				



(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.		
	The model clusters have been provided with gender sensitive materials. A coordinator has also been appointed for community mobilization.			
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.		
	Quantum of funds released as per budget and date has not been provided.			
(v)	a. Whether a district gender coordinator is in position? b. Whether a monitoring system to check progress in girl's education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.		
	The gender coordinator is in position and monitoring system to check progress in girl's education has been developed.			
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.		
		Target for 2008-09	Made functional as on the date of visit	Difference
	No. of ECCE centers operational under Innovation Head funds	200	200	-
	No. of ECCE centers operational under NPEGEL	0	0	-
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.		
	Prescribed monitoring format is available			

**(j) Katurba Gandhi Balika Vidyalaya (KGBV):**

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
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Block-wise number of Kasturba Gandhi Balika Vidyalaya (KGBV) in Hardoi, district		
	Name of Block	Operational
	Anrauri	1
	Behndar	1
	Bharanwan	1
	Kothawan	1
	Sandila	1
	Sahabad	1
	Tondarpur	1
Source: Office of the Basic Shiksha Adhikari, District Hardoi,		
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	The land has been identified for all 7 KGBV in the district.	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	yes	
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	6 KGBV	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	Teaching and Other Staff in KGBV	
	Staff	Sanctioned
	Number of KGBV	7
	Warden cum teachers	6
	Full time teachers	26
	Part time teachers	19
	Support staff (accountant/assistant, peon, chowkidar and cook)	42
Source: SSA Programme, BSA, District-Hardoi, U.P.		

Teachers and Other Staff in KGBV, Behdar Hardoi			
Designation		Sanctioned	In Position
Warden cum Teacher		1	--
Teachers	Full Time	3	3
	Part Time	4	4
Accountant		1	1
Assistant		--	--
Peon		1	1
Chaukidar		1	1
Cook		3	3
Others(Helpër & sweeper)		-	-
Source Field Survey, SSA Programme, District Hardoi, U.P.			
(vi)	The number of students admitted in the KGBVs started in the district.		To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	The total numbers of students in all the 7 KGBVs were 700. Out of these students 100 students were enrolled in 1 sampled KGBV and 63 were found present on the day of our visit.		
	<u>Social Category of Students in sampled KGBV</u>		
	Social Category of Students		Number of Students
	Schedule Caste		37
Schedule Tribe		--	
Other Backward Caste		22	
Minorities		2	
Others General (Below Poverty Line)		2	
Total		63	
Source Field Survey, SSA Programme, District Hardoi, U.P.			
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.		To be obtained on the spot in respect of KGBV visited by MI.
	All the facilities are available in the sample KGBV of the district.		

**(k) District Information System for Education (DISE):**

(i)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	EMIS has been set up in Hardoi district. One MIS in charge is in position and one computer operator with requisite computers is there.	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	yes	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Yes	

(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Yes, training was provided last year.	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	Yes CRC/BRC coordinators have been given the task of verifying 5 per cent of the data collection. Yes they have been trained. It was found that they are discharging their duties well. SPO has not engaged independent agency to verify the data.	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	Yes, January 2009.	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	Yes.	

**(l) Research and Evaluation:**

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	No research studies are under taken at the district level.	
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed.	Information to be obtained from the SPO and to be updated from the DPO.
	NA	
(iii)	Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.
	All information is available at State level.	

**(m) Functioning of the VEC:**

(i)	The total number of village/school level/ management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	Total 1101 communities were constituted.	

(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.																											
	Guidelines are available with the VEC.																												
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.																											
	Yes, guidelines are available with the VEC.																												
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.																											
	<u>Details about VEC Meeting</u>																												
	<table><tr><th>Particulars</th><th>Primary Schools</th><th>Upper Primary Schools</th><th>Total</th></tr><tr><td><u>No. of School organized meetings:</u></td><td></td><td></td><td></td></tr><tr><td>a. Yes</td><td>108(86.40)</td><td>36(76.60)</td><td>144(83.72)</td></tr><tr><td>b. No.</td><td>17(13.60)</td><td>11(23.40)</td><td>28(16.28)</td></tr><tr><td>Total No. Of Meetings</td><td>426</td><td>128</td><td>576</td></tr><tr><td>Average No. of Meeting only in last 6 months</td><td>3.70</td><td>2.90</td><td>3.62</td></tr></table>		Particulars	Primary Schools	Upper Primary Schools	Total	<u>No. of School organized meetings:</u>				a. Yes	108(86.40)	36(76.60)	144(83.72)	b. No.	17(13.60)	11(23.40)	28(16.28)	Total No. Of Meetings	426	128	576	Average No. of Meeting only in last 6 months	3.70	2.90	3.62			
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Sex and Caste-wise VEC Members Attending the Meeting																													
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Source: Field Survey, SSA Programme, District Hardoi, U.P.																													
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.																											



	Details about VEC Training				
	Gender	Primary School	Upper Primary Schools		
	No. of Schools organized training of VEC members	90 (72.00)	40 (33.11)		
	No. of trained members	450	200		
	Average per schools	5	5		
	<u>Reaction of trained members in school regarding training:</u>				
	Best	20	8		
	Good	38	13		
	Satisfactory	30	18		
	Bad	2	1		
	Total Schools organized training	90	40		
	Source: Field Survey, SSA Programme, District Hardoi, U.P.				
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?		Information to be obtained from VEC and verified on the basis of records by MI during field visits.		
	Role of VEC for improving the conditions of Schools				
	Particulars	Atmosphere	Enrollment of Students	Present of teacher	Present of Student
	<u>Primary School:</u>				
	a. Best	6 (4.80)	4(83.20)	3 (2.40)	0
	b. Good	41(32.80)	37(29.60)	41(32.80)	36(28.80)
	c. Satisfied	61 ( 48.80)	71(56.81)	72(57.60)	73(58.40)
	d. Bad	17 (13.60)	13(10.40)	9(7.20)	16(12.80)
	Total	125(100.00)	125(100.00)	125(100.00)	125(100.0)
	<u>Upper Primary Schools:</u>				
	a. Best	1(2.13)	1(2.13)	1(2.13)	1(2.13)
	b. Good	11(23.41)	11(23.41)	7(14.89)	8 (17.02)
	c. Satisfied	26(55.32)	26(55.32)	36(76.60)	33 (70.21)
	d. Bad	9(19.14)	9(19.14)	3(6.38)	5(10.64)
	Total	47(100.00)	47(100.00)	47(100.00)	47(100.00)
		Source: Field Survey, SSA Programme, District Hardoi, U. P.			
(vii)	Whether VEC is maintaining proper record of funds received by them.		Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.		

Availability of Construction related records with VEC		
	Particulars	Primary School Upper Primary Schools
	Construction work manual with village education committee	42 (33.60) 18 (38.29)
	Construction related manual not with VECs	33 (66.40) 29 (61.70)
	No. of VEC with proper up keep of Fund's records	86 (68.80) 13 (27.55)
	No. of VEC without proper up keep of funds update	39 (31.20) 34 (72.34)
	No. of VEC having accounts of school related construction work/items	34 (27.20) 17 (36.17)
	No. of VECs not having accounts for school related construction work/items	91 (72.85) 30 (63.03)
	No. of total schools	125(100.0) 47 (100.00)
Source: Field Survey, SSA Programme, District, Hardoi, U.P.		
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record SPO
	Yes.	

**(n) Staffing at State and District Level:**

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
	Available at state level.	
(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.
	Available at state level.	
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	Information to be obtained from SPO and verified at DPO level in districts visited by MI.

<u>Details about District Level Officials</u>			
	Name of the post category wise under SSA in district office	Numbers	
		Sanctioned	In Position
	Expert BSA	1	1
	AAO	1	1
	DC	5	5
	Accountant	1	1
	Computer Operator	1	1
	EMIS In charge	1	1
	Peon	3	3
	Photographer	1	1
	Junior Clerk	1	1
	Driver	1	1
Source: SSA Programme, BSA, District- Hardoi, U.P.			

(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?	Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.
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<u>Details about BRC/NPRC</u>		
Details	Sanctioned	Opened / In Position
No. of BRC in the financial year 2007-08	20	20
No. of NPRC in the financial year 2007-08	191	191
No. of BRC in the financial year 2008-09	20	20
No. of NPRC in the financial year 2008-09	191	191
Details of staff in BRC: a. Coordinators	20	20
b. Asst. Coordinator	20	20
C. Others	1	1
Details of staff in NPRC: Coordinators	191	191

Source: SSA Programme, BSA, District- Hardoi, U.P.

(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
	Yes.	

**(o) Outreach of primary/upper Primary educational facilities to SC, ST, Minority groups and to girls as well, especially in special focus districts.**

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**(p) Additional items to check during school visit by MI:**

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
	During the last academic year school functioned for 226 days.	
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.

### Condition of School Buildings

Type of Schools	Good	Satisfactory	Bad	Total
Primary School	53 (42.40)	63 (50.40)	9 (7.20)	125 (100.0)
Upper Primary Schools	24 (51.05)	21 (44.68)	2 (4.26)	47 (100.0)
Total	77 (44.77)	84 (48.84)	11 (6.39)	172 (100.0)

Source: Field survey, SSA programme, District Hardoi, U.P.

### Reasons for bad Condition Schools

Type of Schools	Cracked Roof	Cracked plasters	Non Availability of Doors/Windows	Total
Primary Schools	3(33.33)	3(33.33)	3(33.33)	9(100.0)
Upper Primary Schools	-	1(50.00)	1(50.00)	2(100.0)
Total	3(27.27)	4(36.36)	4(36.37)	11(100.0)

Source: Field survey, SSA programme, District Hardoi, U.P

### Environment at the schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
School with good atmosphere	120 (96.00)	5 (4.00)	41 (87.23)	6 (12.77)	161 (93.60)	11 (6.40)
Proper ventilation in Classrooms	120 (96.00)	5 (4.00)	41 (87.23)	6 (12.77)	161 (93.60)	11 (6.40)
Play ground	99 (79.20)	26 (20.80)	37 (78.72)	10 (21.28)	136 (79.07)	36 (20.93)
Proper Space in Class room for sitting to student	105 (84.00)	20 (16.00)	42 (89.36)	5 (10.64)	147 (85.46)	25 (14.54)

Source: Field survey, SSA programme, District Hardoi, U.P.

(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.					
	Proper space for sitting students and availability of black board in the class rooms						
	Particulars	Primary Schools		Upper Primary Schools		Total	
		Yes	No	Yes	No	Yes	No
	Proper Space in Class room for sitting to student	123 (98.40)	2 (1.60)	47 (100.00)	0	170 (98.84)	2 (1.16)
Black Board in Class Rooms	125 (100.00)	0	47 (100.00)	0	172 (100.00)	0	
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.					

Provision of health facilities in schools							
	Particulars	Primary Schools		Upper Primary Schools		Total	
		Yes	No	Yes	No	Yes	No
	Schools provided health facilities last 6 month	0 (0.00)	125 (100.00)	0 (0.00)	47 (100.00)	0 (0.00)	172 (100.00)
(v)	Whether the school has adequate play material for the children? Is it used?			Information to be recorded on the basis of observation.			
	Availability of Play Materials in the Schools						
	Particulars	Primary Schools		Upper Primary Schools		Total	
		Yes	No	Yes	No	Yes	No
	Availability of Sport Items	98 (78.40)	27 (21.60)	30 (63.83)	17 (36.17)	128 (74.42)	44 (25.58)
Use of Sport Items	75 (76.53)	23 (23.47)	28 (93.33)	2 (6.67)	103 (80.47)	25 (19.53)	
(vii)	If there is low attendance the reasons for the same?			Information to be obtained from the teachers/VEC.			
	Reasons of Absenteeism among studentsReason for Absent	Primary Schools		Upper Primary Schools		Total	
	Agricultural Activity	5 (35.71)		--		5 (29.41)	
	Local Fairs/Markets	3 (21.43)		1 (33.33)		4 (23.53)	
	Discrimination in Facilities	1 (7.14)		--		1 (5.88)	
	Occasion	5 (35.71)		2 (66.67)		7 (41.18)	
	Total	14 (100.00)		3 (100.00)		17 (100.00)	
	Source: Field Survey, SSA Programme, District Hardoi, UP						
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?			Information to be obtained from the teachers and VECs etc.			
	Efforts for Improving Students' Attendance						
	Particulars	Primary Schools	Upper Primary Schools		Total		
	<u>Efforts made by the schools:</u>						
	a. Interactions with parents	6(50.00)	1(33.33)		7(46.67)		
	b. Through Information Notice	4(33.33)	1(33.33)		5(33.33)		
	c. Other	2(16.67)	1(33.33)		3(20.00)		
	d. Total	12(100.00)	3(100.00)		15(100.00)		
	<u>Efforts made by V.E.C.:</u>						
	a. Awareness in Community	4(33.33)	1(33.33)		5(33.33)		
b. Meeting of VEC	7(58.33)	1(33.33)		8(53.33)			
Others	1(16.67)	1(33.33)		2(13.33)			
c. Total	12(100.00)	3(100.00)		15(100.00)			
<u>Efforts made by P.T.A.:</u>							
a. Interaction with parents	6(60.00)	1(50.50)		7(58.33)			
b. Regularly Meeting of P.T.A.	2(20.00)	1(50.50)		3(25.00)			
c. Distribution of Facilities	1(10.00)	0		1(8.33)			
d. Others	1(10.00)	0		1(8.33)			
Total	10(100.00)	2(100.00)		12(100.00)			
Source: Field Survey, SSA Programme, District Hardoi, UP							



(ix)	What is the present process of assessing the achievement level of students? By conducting examination of students	Information to be recorded on the basis of school records.																																																															
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students? Yes	Information to be recorded on the basis of school records.																																																															
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.																																																															
	Achievement Level in Student's Test																																																																
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(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.																																																															
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(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.																																																															

Student Enrolled with less or more age group				
Particulars	Primary Schools		Upper Primary Schools	
	Less	More	Less	More
No. of Enrolled students with more or less age	48 (0.21)	51 (0.23)	18 (0.28)	20 (0.31)
No. of Schools with less or more age student	13 (14.40)	14 (11.20)	6 (12.72)	8 (17.02)
Average no. of enrolled student with more or less age per school	2.87	3.64	3.00	2.50
Source: Field Survey, SSA Programme, District Hardoi, UP				
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?		To be ascertained from teachers/VEC schools records.	
	Dropout and Related Information			
	Particulars		Primary Schools	Upper Primary Schools
	<u>No. of Drop-out Students</u>			
	a.	Boys	121 (46.36)	88(47.06)
	b.	Girls	140 (53.64)	99 (52.94)
	c.	Total	261 (100.00) (1.16)	187 (100.00) (0.83)
	No. of Schools having Student Drop-out		34	19
	Student Drop-out per School		7.68	9.84
	No. of other Schools where Drop-out Student studying		29	17
Source: Field Survey, SSA Programme, District Hardoi, UP				
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?		Information to be obtained on the basis of school records and discussion with teachers.	
	Retention of students			
	Particulars		Primary Schools	Upper Primary Schools
	No. of student studying in same class		19	10
	No. of schools where students studying in same class		8	4
	Average no. of student studying in same class per schools		2.38	2.50
	Source: Field Survey, SSA Programme, District Hardoi, UP.			

**(q) Any other issues relevant to SSA implementation**

MI may give a maximum 2 page note, on any other issues, relevant to SSA implementation, not covered above. (1<sup>st</sup> Page)

1. Location of schools should be at safe and at prime place, not nearby railway line or highways.
2. Location of the toilets should not be under the tree in the schools.
3. It has been observed that teachers are given several non-teaching assignments which hamper the teachings. This practice should generally be avoided.
4. Strategies for out of school children should be emphasized and provision for diversified strategies and flexible financial parameters should be applied.
5. Gender and social equity shall be encouraged.
6. In the MDM, it should be ensured that cooks should be mostly females, belonging disadvantaged section of our society.
7. MDM facility shall be provided in EGS/AIE centers.
8. In- service training should be made more effective.

MI may give a maximum 2 page note, on any other issues, relevant to SSA implementation, not covered above. (2<sup>nd</sup> page)

(r) List of enclosure to be attached along with the above report ( Please see the TOR 2008-2010 in which we have requested all the MIs to include some of the circulars , copies of the guidelines etc is to be included in the MI's report)

Please include all the Annexure 1 to annexure 1 to 8

**1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)**

Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.

**2. Annexure 2 – Text Books**

When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.

**3. Annexure 3 – School Grant**

Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.

(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.

**4. Annexure 4 – Teacher Training**

In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.

**5. Annexure 5 – Teaching Learning Material (TLM) grants**

The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.

**6. Annexure 6 – EGS and AIE**

(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on

this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.

(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI

**7. Annexure 7 – Children with special needs (CWSN)**

The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.

(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.

**8. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)**

(i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.

**9. Annexure. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks**

**(s) Mid-Day Meal Scheme:**

(i)	Name of the District Monitored:	Hardoi
(ii)	Total number of elementary schools / EGS / AIE Centers in the Districts	Primary-2486, Uppr-Primary-923, EGS-61, AIE-37, RBC-20, NRBC-50, MM-21, NPEGEL-197, KGBV-07 Total-3802
(iii)	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	Primary-125, Upper-Primary-47, EGS-3, AIE-2, RBC-1, NRBC-3, MM-1, NPEGEL-10, KGBV-1 Total-193
(iv)	Date of visit to the Districts/EGS/schools	12-10-2009 to 10-11-2009

<b>REGULARITY IN SERVING MEAL:</b> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?		Students, Teachers & Parents					
<b>Response about Hot Cooked Meal</b>							
1.	Hot Cooked meal served in schools	Primary school		Upper Primary school			
		Yes	No	Yes	No		
	(1) Students	125 (100.00)	0	47 (100.00)	0		
	(2) Teachers	125 (100.00)	0	47 (100.00)	0		
	(3) parents	125 (100.00)	0	47 (100.00)	0		
Source: Field Survey.							
<b>TRENDS:</b> Extent of variation (As per school records vis-à-vis Actual on the day of visit)		School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.					
2.	No	Previous day of visit		On the day of visit			
	Details	Primary	Upper Primary	Primary	Upper Primary		
	1. Enrollment	22578	6456	22578	6456		
	2. No. of children present in the school on the day of visit	15127 (66.99)	4579 (70.90)	15127 (66.99)	4579 (70.90)		
	3. No. of Children availing MDM as per MDM register	15127 (100.00)	4579 (100.00)	15127 (100.00)	4569 (100.00)		
	4. No. of children actually availing MDM on the day of visit	15127 (100.00)	4579 (100.00)	15127 (100.00)	4579 (100.00)		
Source: Field Survey.							
3.	<b>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</b> (i) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.			
	<b>Regularity in Delivery of Food Grains to Schools</b>						
Particulars		Primary school			Upper Primary school		
		Yes	No	Total	Yes	No	Total
Regular Supply of Cereal to schools		96 (76.80)	29 (23.20)	125 (100.0)	38 (80.85)	9 (19.14)	47 (100.0)
If delay in Supply, then reasons		29 (100.0)			9 (100.0)		
Source: Field Survey.							
(ii) Is buffer stock of one-month's requirement is maintained?		School level registers, MDM Registers, Head Teacher, School level MDM functionaries					
<b>Buffer stock of food grain at school for one month</b>							
Particulars		Primary Schools			Upper Primary Schools		
		Yes	No	Total	Yes	No	Total
Buffer Stock at schools for one month		84 (67.20)	41 (32.80)	125 (100.0)	32 (68.08)	15 (31.91)	47 (100.0)
Source: Field Survey.							



(iii) Is the food grains delivered at the school?		School level registers, MDM Registers, Head Teacher, School level MDM functionaries				
<b>Delivery of Food Grains at the Schools</b>						
Particulars	Primary Schools			Upper Primary Schools		
	Yes	No	Total	Yes	No	Total
Food grains delivered at the schools	125 (100.0)	0	125 (100.0)	47 (100.0)	0	47 (100.0)
Source: Field Survey.						
<b><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></b>				School level registers, MDM Registers, Head Teacher, School level MDM functionaries.		
(i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?						
<b>Receiving of cooking cost in advance regularly</b>						
Particulars	Primary Schools			Upper Primary Schools		
	Yes	No	Total	Yes	No	Total
Schools receiving cooking cost in advance regularly	96 (76.80)	29 (23.20)	125 (100.0)	38 (80.85)	9 (19.14)	47 (100.0)
Source: Field Survey.						
(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?		School level registers, MDM Registers, Head Teacher, School level MDM functionaries.				
<b>Management of MDM in case of delay</b>						
Particulars		Primary school		Upper Primary school		
if no, Schools manage MDM programme through:						
<u>School Teacher paid from own sources</u>		0		0		
<u>Gram Pradhan paid from own sources</u>		23 (79.31)		7(77.78)		
<u>Carried at shop keeper</u>		6 (20.68)		2 (22.23)		
<u>Not supplied of MDM</u>		0		0		
		0		0		
Source: Field Survey.						
(iii) Is cooking cost paid by Cash or through banking channel?		School level registers, MDM Registers, Head Teacher, School level MDM functionaries.				
<b>Payment of MDM through cash/cheque</b>						
Particular	Primary school		Upper Primary school			
Cooking cost of MDM paid by cash or through bank	Cash		Cash			
Source: Field Survey.						
<b><u>SOCIAL EQUITY:</u></b>					Observations	
5. Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?						

### Discrimination in cooking, serving and seating arrangement in MDM

Particular	Primary school			Upper Primary school		
	Yes	No	Total	Yes	No	Total
Discrimination of caste/gender & religion in food servicing	0	125 (100.0)	125 (100.0)	0	47 (100.0)	47 (100.0)

Source: Field Survey

#### VARIETY OF MENU:

(i) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?

Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

#### Display of menu on the wall

Particular	Primary school			Upper Primary school		
	Yes	No	Total	Yes	No	Total
No. of schools in which menu written on wall	125 (100.0)	0	125 (100.0)	47 (100.0)	0	47 (100.0)

Source: Field Survey

(ii) Is there variety in the food served or is the same food served daily?

Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

#### Supply of food according to menu

Particular	Primary school			Upper Primary school		
	Yes	No	Total	Yes	No	Total
Food supplied according to weekly menu.	84 (67.20)	41 (32.80)	125 (100.0)	33 (70.21)	14 (29.78)	47 (100.0)

Source: Field Survey

(iii) Does the daily menu include rice / wheat preparation, dal and vegetables?

Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

#### Inclusion of rice / wheat, dal and vegetables in daily menu

Particular	Primary school			Upper Primary school		
	Yes	No	Total	Yes	No	Total
Daily menu includes rice/wheat dal & vegetable	107 (85.60)	18 (14.40)	125 (100.00)	38 (80.85)	9 (19.14)	47 (100.0)

Source: Field Survey

#### QUALITY & QUANTITY OF MEAL:

Feedback from children on

Observations of Investigation during MDM service

a) Quality of meal:

#### Satisfaction of students with the quality of meal

Particular	Primary school			Upper Primary school		
	Yes	No	Total	Yes	No	Total
No of school where students are happy with the quantity of food	113 (90.40)	12 (9.60)	125 (100.0)	43 (91.48)	4 (8.51)	47 (100.0)

Source: Field Survey.

b) Quantity of meal:	Observations of Investigation during MDM service
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### Satisfaction of students with the quantity of meal

Particular	Primary school			Upper Primary school		
	Yes	No	Total	Yes	No	Total
No of school where students are happy with the quantity of food	118 (94.40)	7 (5.60)	125 (100.0)	45 (95.74)	2 (4.25)	47 (100.0)

Source: Field Survey.

c) {If children were not happy Please give reasons and suggestions to improve.}

Observations of Investigation during MDM service

1. Food was not cooked according to menu (40%).
2. Lack of quality (28%).
3. Lack of quantity (16%).
4. Others (16%).

### SUPPLEMENTARY:

(i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?

Teachers, Students, School Record

Micronutrients are given to most of the students in primary and upper primary schools.

### Supply of micronutrients

Particular	Primary school			Upper Primary school		
	Yes	No	Total	Yes	No	Total
No of schools where students are given micro-nutrients & de-worming medicine	0 (00.00)	125 (100.00)	125 (100.0)	0 (0.00)	47 (100.00)	47 (100.0)

Source: Field Survey.

9.

(ii) Who administers these medicines and at what frequency?

Teachers, Students, School Record

It has been reported that students are not given micro-nutrients and de-worming medicines in district Hardoi.

(iii) Is there school Health Card maintained for each child?

Teachers, Students, School Record

### Health cards to the students

Particular	Primary school			Upper Primary school		
	Yes	No	Total	Yes	No	Total
No of schools where every student has been provided Health card	0 (0.00)	125 (100.00)	125 (100.0)	0 (0.00)	47 (100.00)	47 (100.0)

Source: Field Survey.

**STATUS OF COOKS:**

- (i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)

Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

Most of the cooks are appointed by the village panchayats.

- (ii) Is the number of cooks and helpers adequate to meet the requirement of the school?

Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

**Adequacy of number of cooks**

Particular	Primary	Upper Primary
No of cooks/helpers adequate to meet the requirement of schools	Yes	Yes
MDM food cooked and served by:		
(a) Cook/ health selected by panchayat	125 (100.0)	47 (100.0)
(b) SHG	0	0
(c) NGO	0	0
(d) Contactor	0	0

Source: Field Survey.

10.

- (iii) What is remuneration paid to cooks/helpers?

Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

Around Rs. 600/- is paid per month to the cooks of primary and upper primary schools.

- (iv). Are the remuneration paid to cooks/helpers regularly?

Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

The remuneration paid to cooks/helpers regularly.

- (v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)

Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

Majority of cooks 67.51 per cent in primary and 55.35 per cent in upper primary schools are Other Backward caste, rest belong to other different castes.

**Classification of cooks according to their Social groups.**

Particular	Primary	Upper Primary
Social categories of cooks		
a. schedule castes	13 (8.28)	4 (7.14)
b. schedule tribes	--	-
c. Minorities	17 (10.82)	8 (14.28)
d. OBC	106 (67.51)	31 (55.35)
e. Others	21 (13.37)	13 (23.21)

Source: Field Survey.

	<p><b><u>INFRASTRUCTURE:</u></b></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(a) Constructed and in use (b) Constructed but not in use under (c) Under construction (d) Sanctioned, but constructed not started (e) Not sanctioned</p> <p>Any other (specify)</p>	<p>School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.</p>																		
11.	<p>in the formation is to be given for point (a) , (b), (c) , (d) and ( e))</p> <p>The position of required MDM infrastructure in the schools of Hardoi district has been given below.</p> <p style="text-align: center;">Infrastructure in schools</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 70%;">Particulars</th> <th style="width: 15%;">Primary</th> <th style="width: 15%;">Upper Primary</th> </tr> </thead> <tbody> <tr> <td>No of schools with kitchen &amp; store and in use.</td> <td>109 (87.20)</td> <td>41 (87.23)</td> </tr> <tr> <td>No of schools with kitchen &amp; store not in use</td> <td>16 (12.80)</td> <td>6 (12.77)</td> </tr> <tr> <td>No of schools kitchen &amp; store under construction</td> <td>0</td> <td>0</td> </tr> <tr> <td>No of schools kitchen shed/ store sanctioned but construction not stored yet.</td> <td>0</td> <td>0</td> </tr> <tr> <td>No of school kitchen cum store not sanctioned</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p style="text-align: center;">Source: Field Survey</p>		Particulars	Primary	Upper Primary	No of schools with kitchen & store and in use.	109 (87.20)	41 (87.23)	No of schools with kitchen & store not in use	16 (12.80)	6 (12.77)	No of schools kitchen & store under construction	0	0	No of schools kitchen shed/ store sanctioned but construction not stored yet.	0	0	No of school kitchen cum store not sanctioned	0	0
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No of schools kitchen & store under construction	0	0																		
No of schools kitchen shed/ store sanctioned but construction not stored yet.	0	0																		
No of school kitchen cum store not sanctioned	0	0																		
12.	<p>In case the pucca kitchen shed is not available, where is the food being cooked and where the food grains /other ingredients are being stored?</p> <p>1. From Gram Pradhans' house and 2. School Ground.</p>	<p>Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation</p>																		
13.	<p>Whether potable water is available for cooking and drinking purpose? -do-</p> <p style="text-align: center;">Available of potable water for cooking and drinking</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Particulars</th> <th style="width: 25%;">Primary school</th> <th style="width: 25%;">Upper Primary school</th> </tr> </thead> <tbody> <tr> <td>No of schools with availability of Potable water for cooking and drinking purposes.</td> <td>125 (100.0)</td> <td>47 (100.0)</td> </tr> </tbody> </table> <p style="text-align: center;">Source: Field Survey</p>		Particulars	Primary school	Upper Primary school	No of schools with availability of Potable water for cooking and drinking purposes.	125 (100.0)	47 (100.0)												
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14.	<p>Whether utensils used for king food are adequate? Teachers/Organizer of MDM Programme</p> <p style="text-align: center;">Adequacy of utensils for cooking.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Particulars</th> <th style="width: 25%;">Primary</th> <th style="width: 25%;">Upper Primary</th> </tr> </thead> <tbody> <tr> <td>No of schools where utensil is adequate under of used for cooking.</td> <td>113 (90.40)</td> <td>42 (89.36)</td> </tr> <tr> <td>No of schools where utensil is inadequate for cooking.</td> <td>12 (9.60)</td> <td>5 (10.64)</td> </tr> </tbody> </table> <p style="text-align: center;">Source: Field Survey</p>		Particulars	Primary	Upper Primary	No of schools where utensil is adequate under of used for cooking.	113 (90.40)	42 (89.36)	No of schools where utensil is inadequate for cooking.	12 (9.60)	5 (10.64)									
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No of schools where utensil is inadequate for cooking.	12 (9.60)	5 (10.64)																		



15.	What is the kind of fuel used? (Gas based/firewood etc.)		Observation
	It was also known that mainly the LPG is used as fuel in cooking.		
	Type of fuel used in cooking		
	Particulars	Primary	Upper Primary
	Fuel used in cooking (a) LPG (b) Kerosene oil (c) Wooden/ Cow dung	37(29.60) 0 88 (70.40)	12(25.53) 0 35(47.47)
Source: Field Survey			
16.	<b><u>SAFETY &amp; HYGIENE:</u></b>		Observation
	i. General Impression of the environment, Safety and hygiene:		
	It was observed that good environment prevails in 100 per cent of primary and 100 per cent upper primary schools in the district.		
	Schools with good environment		
	Particular	Primary	Upper Primary
	No. of schools with good environment, safety and hygiene.	125 (100.00)	47 (100.0)
	Source: Field Survey.		
	ii. Are children encouraged to wash hands before and after eating		observation
	It was found that in most of primary schools and upper primary schools' students are encouraged to wash hand before and after taking meal.		
	No. of schools where students are encouraged to wash hand before and after taking meal.		
	Particular	Primary	Upper Primary
	No. of schools where students are encouraged to wash hand before and after taking meal.	119 (95.20)	45 (95.74)
Source: Field Survey.			
iii. Do the children partake meals in an orderly manner?		observation	
It was observed that students of all primary and upper schools take meals by sitting in lines.			
Schools where students take meals by sitting in lines			
Particular	Primary	Upper Primary	
No. of schools where students take meals by sitting in lines.	125 (100.0)	47 (100.0)	
Source: Field Survey.			
Iv. Conservation of water?		Observation	

The students were observed to Conservation of water in the 78% primary and 77% upper schools.

**Conservation of water by students**

Particular	Primary	Upper Primary
No. of schools students conserve the water	97 (77.60)	36 (76.60)

Source: Field Survey.

- i. Is the cooking process and storage of fuel safe, not posing any fire hazard? observation

In all the schools process of cooking and storage of food are found to be safe.

**Safety of cooking and food storage.**

Particular	Primary	Upper Primary
No. of schools where Process of cooking & storage of food are safe.	125 (100.0)	47 (100.0)
No of schools where no danger to catch fire	125 (100.0)	47 (100.0)

Source: Field Survey.

**COMMUNITY PARTICIPATION:**

Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation

Discussion with head teacher, teacher, VEC, Gram Panchayat members

Supervision and Monitoring is mainly done by panchayat

**Supervision and Monitoring by different Agencies.**

Supervision and Monitoring	Primary school			Upper Primary school		
	Yes	No	Total	Yes	No	Total
1. Daily supervision, Monitoring & participation						
(a) Parents	49(39.20)	76(60.80)	125(100.0)	21(44.68)	26(55.21)	47 (100.0)
(b) VEC/ WEC	58(46.40)	67(53.60)	125(100.0)	18(38.25)	29(61.70)	47 (100.0)
(c) Panchayat / urban bodies	62 (49.30)	63(50.40)	125(100.0)	27(57.47)	20(42.53)	47(100.0)

Source: Field Survey.

**INSPECTION & SUPERVISION**

Has the mid day meal programme been inspected by any state/district/block level officers/officials?

School records, discussion with head teacher, teachers, VEC, Gram Panchayat members

Inspection by officers of development is family satisfied in the district.

**Inspection mid- day Meal Programme**

Particular	Primary school			Upper Primary school		
	Yes	No	Total	Yes	No	Total
No. of school mid day Meal Programme is inspected by:						
(a) State Level officers	2(1.60)	123(98.40)	125(100.0)	1(2.12)	46(97.87)	47 100.0)
(b) District level officers	17(13.60)	108(86.40)	125(100.0)	6(12.76)	41(87.23)	47(100.0)
(c) Block level officers	52(41.60)	73(58.40)	125(100.0)	18(38.29)	29(61.70)	47(100.0)

Source: Field Survey.

19.

**IMPACT**

Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children?  
Is there any other incidental benefits due to serving cooked meal in schools.

School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.

The impact of Mid day meal has been observed to be very positive in respect of enrollment of children, their attendance and nutritional and health status.

**Impact of mid day meal on enrollment, attendance and health status of children.**

Particular	Primary school			Upper Primary school		
	Yes	No	Total	Yes	No	Total
(a) Improvement in Enrollment of children	125	0	125	47	0	47
(b) Improve of attendance of students	(100.0)		(100.0)	(100.0)		(100.0)
	125	0	125	47	0	47
(c) Improvement of Nutritional & Health status of students	(100.0)		(100.0)	(100.0)		(100.0)
	125	0	125	47	0	47
	(100.0)		(100.0)	(100.0)		(100.0)

Source: Field Survey.

#### 20. List of schools visited in the districts

**Note :** Please write the name of the schools visited in the districts for monitoring the MDM activities (even if the MI attached the information at List of Annexure under point (r) please kindly write the name of the schools visited because the TSG has to send MDM report to MDM Section of Ministry of HRD)

#### Annexure: 9- Block- wise Name of Sample Schools of the Hardoi district

Block	Sl No	Primary	Sl No	Upper Primary
1. Behandar	1	Danpatkhera	1	Mahshona
	2	Hasanapur	2	Nedawa Aladadpur
	3	Matauli	3	Bakui
	4	Dhudhaura	4	Kashimpur
	5	Jakhaur	5	Bhatauli
	6	Heena	6	Shahpur mafi
	7	Chandtiwari	7	Heeya
	8	Auramau	8	Mukawakeri
	9	Rashulpur	9	Ghugaora
	10	ShahpurChamrha	10	Ashahi ajampur
	11	Shubhankhera	11	Alipur Tendawa
	12	Inayatpur		
	13	Kherwa		
	14	Mahshona		
	15	Badhaganj		
	16	Chahkari		
	17	Sarshand		
	18	Palharai		
	19	GauriVidur		
	20	Bakui		
	21	Ashahi Ajampur		
	22	Allipur Tendawa		
	23	Newada Aladadpur		
	24	Salempur		

	25	Jakhaur		
2. Tondarpur	26	Anjhi	12	Alampur
	27	Antora	13	Fatehpur Gayand
	28	Kaubhi	14	Kaumi
	29	Pothawa	15	Rema
	30	Tondarpur	16	Shikandarpur Bajar
	31	Adampur	17	Umrauli
	32	Dhanwar	18	Lateni
	33	Pandeytara	19	Dhanwar
	34	Aolanpur	20	Paliyadew Salempur
	35	Singaha		
	36	Budanpur		
	37	Kapurpur Badoran		
	38	Tendawa Chatur		
	39	Newada Chathiya		
	40	Bahrya Hashimpur		
	41	Shalempur		
	42	Paliyadewa		
	43	Taragaon		
	44	Begusharay		
	45	Urauli		
	46	Samechipur		
	47	Kadma		
	48	Remadaulatpur		
	49	Asta Pradhan		
	50	Kuchikheri		
	51	Alampur		
	52	Jataha		
	53	Shikandarpur Bajar		
	54	Bhadeuna		
	55	Barela		
	56	Dumuki		
3. Kothawa	57	Atiyamajhgaon	21	Barshara
	58	Virhampur	22	Beruwa
	59	Pipari	23	Thanagaon
	60	Sikandarpur	24	Girdharpur
	61	Patti bahadurpur	25	Augpur
	62	Beniganj-II	26	Ariya Majhgaon
	63	Augpur	27	Jharoiya
	64	Shadipur	28	Mahuwakala
	65	Kurshi	29	Chapara kala
	66	Pargahi	30	Sikandarpur
	67	Shyampur	31	Beniganj
	68	Mathpur		
	69	Teriya		
	70	Mahuwakaila		
	71	Mahadewa		
	72	Mohamadpur		
	73	Kureri		
	74	Hatyaharan		
	75	Ahirawa		
	76	Beruwa		
	77	Kodari		Umratali
	78	Girdharpur		

	79	Muthiya		
	80	Pahi		
	81	Jaurawa		
	82	Kauthawa		
	83	Mishripur		
4.Sandila	84	Rahimabad Grant	32	Shikrohi
	85	Dewmaphi	33	Narayanpur
	86	Merawa	34	Narayanpur Shunda
	87	Saray Maruf	35	Tilauli
	88	Shom	36	Shivnagar
	89	Terwa pahlawan	37	Umratali
	90	Shufiyani	38	Tiloyiya kala
	91	Mahgaon	39	Shom
	92	Lohrai	40	Mahgaon
	93	Daridkhera	41	Kinhauti
	94	Kinhauti	42	Shak
	95	Bhadehana		
	96	Mandauli		
	97	Shivnagar		
	98	Amartali		
	99	Natwrata		
	100	Mithauli		
	101	Shak		
	102	Tikara Bajar		
	103	Barigahana		
	104	Narayanpur		
	105	Tiloiyakala		
	106	Narayanpur Tanda		
	107	Akbarpur		
5 URBAN AREA	108	Bahara Shaudagar Prachin	43	Kanya Bahara Shaudagar
	109	Railway-I	44	Kanya Sharaya Thok
	110	Naghet	45	Kanya Raja Hata
	111	Mahatwana-II	46	Kanya Batganj
	112	Rajahata	47	Mohanlal
	113	Mandai-II		
	114	Mandai-I		
	115	Sarayathok West		
	116	Railwayganj-III		
	117	Bahara Shaudagar		
	118	Railwayganj-I		
	119	Railwayganj-II		
	120	Kanya Railwayganj-II		
	121	Kanya Batganj		
	122	Civilline		
	123	Hind pathshala		
	124	Alathok		
	125	Sharaya Thok		



**Annexure: 10- Block- wise Name of Sample Alternative Centres of the Hardoi district**

BLOCK	NPEGEL	EGS	AIE	MM	KGBV	RBC	NRBC
1. Behandar	Shahpur mafi	-	-	-	Behandar	-	-
	Kashimpur	-	-	-	-	-	-
	Maharauli	-	-	-	-	-	-
2. Tondarpur	Fatehpur Gayand	-	-	-	-	-	-
	Kaumi	-	-	-	-	-	-
	Dhanwar	-	-	-	-	-	-
3. Kothawa	Beruwa	Mathiya	Chamartola	-	-	-	-
	Augpur	Krishna Nagar	-	-	-	-	-
	-	Bahimpur	-	-	-	-	-
4.Sandila	Umratali	-	-	Najmululum	-	-	Ramnagar
		-	-	-	-	-	Shumbabag
	-	-	-	-	-	-	Pandari
5 URBAN AREA	Kanya Raja Hata	-	Raja Hata	-	-	Raja Hata	-

**Annexure: 11- Less than 50% Attendance of Students in Hardoi district**

Block	Sl No	Primary	Sl No	Upper Primary
1. Behandar	1	Mahshona	1	Shahpur mafi
	2	Ashahi Ajampur		
	3	Jakhaur		
2. Tondarpur	4	Remadaulatpur		
3. Kothawa	5	Augpur	2	Barshara
4.Sandila	6	Natwrata	3	Mahgaon
	7	Shak		
5 Urban Area	8	Bahara Shaudagar Prachin		
	9	Nagheta		
	10	Rajahata		
	11	Railwayganj-III		
	12	Bahara Shaudagar		
	13	Railwayganj-II		
	14	Kanya Batganj		

**Annexure: 12- Name of teachers found absent on the day of visit in Hardoi district**

S.N	Name	Designation	School Name	Block	Reason of Absence
1	Baburam	Asst. Teacher	Ashahi Ajampur	Behandar	Casual Leave
2	Radhawendra	Asst. Teacher	Bhatauli ups	Behandar	Casual Leave
3	Urmila	Shiksha Mitra	Badhaganj	Behandar	Casual Leave
4	Prabhakant	Asst. Teacher	Mahshona ups	Behandar	Casual Leave
5	Neema Mishra	Shiksha Mitra	Mahshona ups	Behandar	Casual Leave
6	Ashok Kumar	Shiksha Mitra	Kherwa	Behandar	Casual Leave
7	Amitesh Ranjan,	Shiksha Mitra	Heeya	Behandar	Casual Leave
8	Mitali	Shiksha Mitra	Auramau	Behandar	Casual Leave
9	Manish	Shiksha Mitra	Danpatkhera	Behandar	Casual Leave
10	Suresh Chandra	Asst. Teacher	Hasanapur	Behandar	Casual Leave
11	Chandra Shekhar singh	Asst. Teacher	Beniganj-II	Kothawa	Casual Leave
12	Lala Ram	Asst. Teacher	Pipari	Kothawa	Casual Leave
13	Sarojani devi	Asst. Teacher	Pipari	Kothawa	Casual Leave
14	Priti Kushwaha	Asst. Teacher	Sikandarpur	Kothawa	Casual Leave
15	Adarsh Kumar	Asst. Teacher	Sikandarpur	Kothawa	Casual Leave
16	Shashi Pandey	Shiksha Mitra	Teriya	Kothawa	Casual Leave
17	Renu	Asst. Teacher	Saray Maruf	Sandila	Traning
18	Abraham	Asst. Teacher	Shom	Sandila	Traning
19	Akansha Sharma	Asst. Teacher	Terwa pahlawan	Sandila	Traning
20	Vijay Singh	Shiksha Mitra	Lohrai	Sandila	Without Informationm
21	Naveen Bajpai	Asst. Teacher	Kinhauti	Sandila	Without Informationm
22	Sabana Begam	Shiksha Mitra	Bhadehana	Sandila	BRC meeting
23	Samim jahan	Asst. Teacher	Mandai-II	Urban Area	Casual Leave
24	Nibhat Fatama Rizvi	Shiksha Mitra	Mandai-II	Urban Area	Casual Leave
25	Santosh	Asst. Teacher	Bahara Shaudagar	Urban Area	Casual Leave
26	Kiran	Shiksha Mitra	Bahara Shaudagar	Urban Area	Casual Leave
27	Aparana	Shiksha Mitra	Nagheta	Urban Area	Casual Leave
28	Hafiz Hasan	Asst. Teacher	Mandai-I	Urban Area	Casual Leave
29	Tashmanimunniya	Asst. Teacher	Mahatwana-II	Urban Area	Casual Leave
30	Shiwagupta	Shiksha Mitra	Rajahata	Urban Area	Casual Leave
31	Majhar Makdum	Asst. Teacher	Rajahata	Urban Area	Casual Leave

**Annexure: 13- Name of Habitual Absentees in Hardoi district**

S.N	Name	Designation	School Name	Block
1	Ramveer	Shiksha Mitra	Danpatkhera	Behandar
2	Priti Kushwaha	Asst. Teacher	Sikandarpur	Kothawa
3	Adarsh Kumar	Asst. Teacher	Sikandarpur	Kothawa
4	Neelam	Asst. Teacher	Mahshona ups	Kothawa
5	Pragya	Shiksha Mitra	Mahshona ups	Kothawa
6	Shashi Pandey	Shiksha Mitra	Teriya	Kothawa
7	Aparana	Shiksha Mitra	Nagheta	Urban Area
8	Indu Bajpai	Asst. Teacher	Bairganj	Urban Area